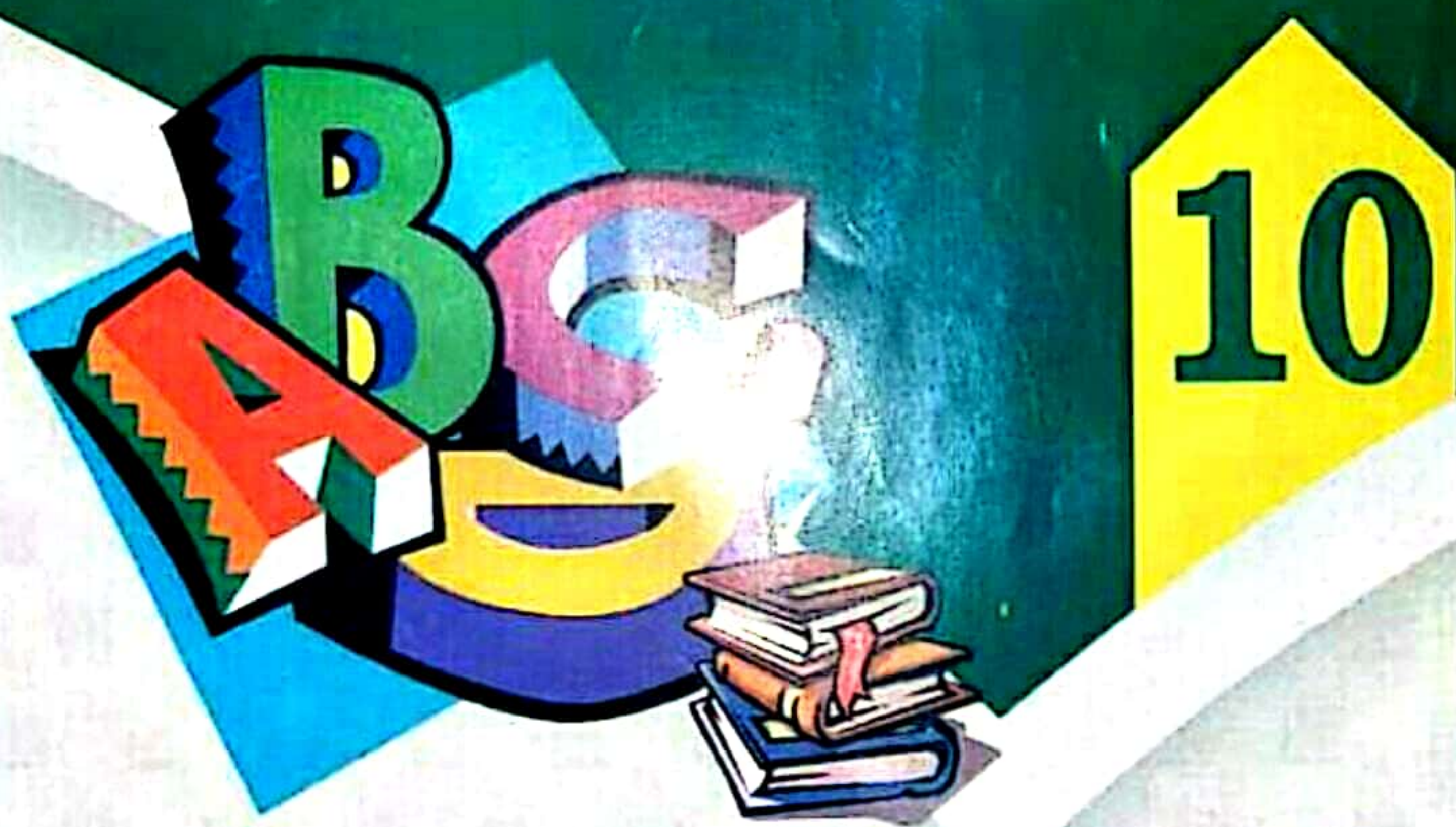
ENGLISH

for Boys and Girls

Tanzeem ul Madaris Ahl e Sunnat
Pakistan

Contents

The Saviour of Mankind

Paragraph No. 1

Arabia is a land of unparalleled charm and beauty, with its trackless deserts of sand dunes in the dazzling rays of a tropical sun. Its starry sky has excited the imagination of poets and travellers. It was in this land that the Holy Prophet (SAW) was born, in the city of Makkah, which is about fifty miles from the Red Sea.

Paragraph No. 2

The Arabs possessed a remarkable memory and were an eloquent people. Their eloquence and memory found expression in their poetry. Every year a fair was held for poetical competitions at Ukaz. It is narrated that Hammad said to Caliph Walid bin Yazid: "I can recite to you, for each letter of the alphabet, one hundred long poems, without taking into account short pieces, and all of that composed exclusively by poets before the promulgation of Islam". It is no small wonder that Allah Almighty chose the Arabic language for His final dispensation and the preservation of His Word.

Paragraph No. 3

In the fifth and sixth centuries, mankind stood on the verge of chaos. It seemed that the civilization which had taken four thousand years to grow had started crumbling. At this point in time, Allah Almighty raised a prophet from among themselves who was to lift the humanity from their ignorance into the light of faith.

Paragraph No. 4

When Hazrat Muhammad (SAW) was thirty-eight years of age, he spent most of his time in solitude and meditation. In the cave of Hira, he used to retire with food and water and spend days and weeks in remembrance of Allah Almighty.

Paragraph No. 5

The period of waiting had come to a close. His heart was overflowing with profound compassion for humanity. He had a pressing urge to eradicate wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he was to be bestowed with Prophet-hood. One day, when he was in the cave of Hira, Hazrat Jibril (Gabriel) (AS) came and conveyed to him the following message of Allah Almighty:

"Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is most Bountiful, Who taught (the use of) the pen, taught man that which he knew not." (Qur'an, 96:1-5)

Paragraph No. 6

The flow of the Divine message which continued for the next twenty-three years had begun, and the Holy Prophet (SAW) had arisen to proclaim Oneness of God (Tauheed) and the unity of mankind. His mission was to destroy the nexus of superstition, ignorance, and disbelief, set up a noble conception of life and lead mankind to the light of faith and divine bliss.

Paragraph No. 7

Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Holy Prophet

(SAW) and his followers. They wanted them to renounce their cause and take to idol worshipping. On one occasion, they sent a delegation to the Holy Prophet's (SAW) kind and caring uncle, Abu Talib. They told him to restrain the Holy Prophet (SAW) from preaching Allah Almighty's message, or face their enmity. Finding himself in a dilemma, he sent for his nephew, and explained to him the situation. The Holy Prophet (SAW) answered with these memorable words:

"My dear uncle, if they put the sun in my right hand and the moon in my left, even then I shall not abandon the proclamation of the Oneness of God (Tauheed). I shall set up the true faith upon the earth or perish in the attempt."

Paragraph No. 8

The Holy Prophet's (SAW) uncle was so impressed with his nephew's firm determination that he replied:

"Son of my brother, go thy way, none will dare touch thee. I shall never forsake thee."

Paragraph No. 9

And the Holy Prophet (SAW) did go the way Allah Almighty had chosen for mankind. Imbued with Divine Guidance and firm resolve, the Holy Prophet (SAW) encountered all the challenges with grace and dignity. In no time he elevated man to the highest possible level in both spiritual and worldly domains. He was also a driving force behind Arab conquests, which have created an everlasting impression on human history. No wonder, he is universally acknowledged as the most influential figure in history. In the words of Michael Hart, a great historian:

"Muhammad (SAW), however, was responsible for both the theology of Islam and its main ethical and moral principles. In addition he played a key role in proselytizing the new faith, and in establishing the religious practices....

In fact as the driving force behind the Arab conquests, he may well rank as the most influential political leader of all time.

Paragraph No. 10

Such a thorough transformation of man and society owes to the Holy Prophet's (SAW) deep faith in Allah Almighty, to his love for humanity, and to the nobility of his character. Indeed, his life is a perfect model to follow. In reply to a question about the life of the Holy Prophet (SAW), Hazrat Ayesha (RA) said:

"His morals and character are an embodiment of the Holy Quran."

The final word about the saviour of mankind goes to the Holy Quran:

"O Prophet! Surely, We have sent you as a witness, and as a bearer of good news and as a warner. And as one inviting to Allah by His permission, and as a light-giving torch. (Qur'an,33:45-46)

Exercise

Glossary:

unparalleled .... unmatched
dunes .... sandy hills
dazzling .... extremely bright
tropical .... very hot
eloquence .... fluent

promulgation	....	advent
dispensation	....	spreading of message
verge	....	edge
chaos	....	confusion
crumble	....	break into pieces
solitude	....	the state of being alone, especially when one feels pleasant
meditation	....	thinking deeply in silence, especially for religious reasons
compassion	....	a strong feelings of sympathy for people who are suffering and a desire to help them
eradicate	....	remove
bestowed with	....	confer as gift
proclaim	....	declare
nexus	....	a complicated series of connections between different things
pagan	....	disbeliever
renounce	....	to state publically that you no longer have a particular belief
demolish	....	destroy
dilemma	....	a difficult situation, forced to choose one of two alternatives
theology	....	religious beliefs
everlasting	....	never-ending
proselytizing	....	preaching

transformation .... complete change in somebody

embodiment .... living example

Oral Activity:

* Form groups and discuss the aspects of the life of the Holy Prophet (ﷺ) related to justice and compassion.

Comprehension

A. Reread paragraph 5 of the lesson and identify the sentences showing:

General statement

....

↓

Specific statement

....

Sometimes a topic sentence shows a general statement and supporting details are given as specific statement.

B. Answer the following questions.

1. What type of land Arabia is?
2. Why was the Holy Quran sent in Arabic?
3. For which ability were the Arabs famous?
4. What was the condition of mankind before the Holy Prophet (ﷺ)?
5. Why did the Holy Prophet (ﷺ) stay in the cave of Hira?
6. What was the first revelation?
7. Why did the pagan Arabs threaten the Holy Prophet's(ﷺ) uncle?
8. What did Hazrat Ayesha (رضی اللہ عنہا) say about the life of the Holy Prophet (ﷺ)?

Vocabulary

A. Consult a thesaurus and find out the synonyms of the following words.

dazzling, imagination, remarkable, composed, preservation, bestowed, message, superstition, abandaon

To predict the meaning, we have to read the context carefully and look for suffixes and base words.

Affixation is a process of word formation by adding a prefix or suffix to a root word.

• author	co-author
• necessary	unnecessary
• fair	unfair
• moral	immoral
• tie	untie
• danger	endanger
• conscious	unconscious
• fortune	misfortune
• kind	kindness
• care	careless
• postpone	postponement
• adjust	adjustment
• treat	treatment
• meaning	meaningful
• hard	hardship
• friend	friendship
• fond	fondness
• happy	happiness
• comfort	comfortable

B. Add appropriate prefixes or suffixes to the following root words to make other words.

One, belief, parallel, justice, flinching, knowledge, construction

C. Match column A with B to find the exact meanings of the words.

A	B
Charm	eliminate
compose	belief
civilization	write
faith	culture
eradicate	attraction
eloquent	confer as gift
bestowed with	fluent
demolish	preaching
proselytizing	destroy
everlasting	living example
embodiment	never-ending
chaos	edge
verge	confustion
wonder	pride
dignity	surprise

D. Use the following words in the sentences.

century, conquest, influential, determination, delegation, quietly, urge, ignorance

Grammar

Adjectives

A word used with a noun to describe or point out a person, place

or thing, or to tell the number or quantity, is called an adjective,

e.g. **famous** poet

* **Choose the correct adjective.**

1. Ashfaq Ahmad was a .... writer.

(a) famed (b) famous (c) famously (d) infamous

2. This is a very ....seminar.

(a) information (b) informed (c) informative (d) informing

3. My mother becomes .... if I get home late.

(a) anxiety (b) anxious (c) anxieties (d) anxiously

4. It is .... to get the correct information from the university office.

(a) advisible (b) adivisble (c) advising (d) advised

5. Who is .... for this chaos.

(a) responding (b) responsible (c) responsive (d) responeded

A. Find out ten adjectives from the lesson.

B. Use these adjecives in sentences.

Conditionals: Type (Open condition)

Conditionals of this type tell us that something will happen if a certain condition fulfilled. The condition may or may not be fulfilled.

e.g

If he works had, he will win the competition.

C. Complete the sentences using the correct form of verb given below.

invite, go, play, sell, help, allow, win, inform, pass

1. If I see Aslam, I'll .... him to dinner tomorrow.
2. If I .... out, I'll turn off the TV.
3. If you .... tricks on people, they will not trust you again.
4. If the farmer .... all his kiwi-fruit in th emarket, he will be

very pleased.

5. I'll .... you with your homework if I can.
6. I'll .... you to ride my bike if you like.
7. Will you .... a message to Auntie Sophie if you see her?
8. If you don't ....now, you will be late from school.
9. Will you .... me, if you'are going to be late?
10. If he works hard, he will .... the competition.

D. Put the correct verb in blanks.

1. I ____________ living in this house since 1970.
   (has been, have been, was, will be)
2. He ____________ here yesterday.
   (has come, came, will come, come)
3. If you __________ I shall be available.
   (will come, come, have come, came)
4. He ___________ take the examination next year.
   (will have, will, will be, shall)
5. He ___________ to us tomorrow.
   (comes, will come, came, had come)

Writing Skills

A. Summarize paragraph 2 of the lesson in three to four sentences.

B. Write an essay on "The kindness of the Holy Prophet(ﷺ) (170-200 words)

Oral Communication Skills

A. Ask students to make groups and discuss the social evils present in the society alongwith their remiedial measures.

Patriotism

Paragraph No. 1

Patriotism means love for the motherland or devotion to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word patriot comes from the Latin word 'patriota' which means countryman. It is considered a commendable quality.

Paragraph No. 2

Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot the sovereignty, integrity and honour of the country are supreme values on which no compromise can be made. Patriots render sacrifice for the preservation and protection of these values.

Paragraph No. 3

Quaid-e-Azam Muhammad Ali Jinnah was a nation builder and a great patriot. He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the Muslims a sense of identity by securing a separate homeland for them. He said:

"We must develop a sense of patriotism which galvanizes us all into one united and strong nation."

Paragraph No. 4

The spirit of patriotism makes us stay alert in the wake of foreign invasion. In the history of Pakistan there are many instances when people laid their lives for the defence of the country. In the wars of 1965, 1971 and the Kargil War, many brave soldiers

gave their lives in an attempt to protect the homeland. Captain Muhammad Sarwar, Major Tufail Muhammad, Major Aziz Bhatti, Pilot Officer Rashid Minhas, Major Muhammad Akram, Major Shabbir Shaheed, Captain Karnal Sher Khan and Havaladar Lalak Jan -- all embraced martyrdom while fighting bravely for their motherland. All of them were awarded Nishan-e-Haider, the highest military award given to great patriots who lay down their lives for the country.

Paragraph No. 5

Patriotism, therefore, is not just a feeling, it is a live spirit that continuously inspires and guides a nation. In the words of S.W. Scott, a man devoid of patriotic spirit, is like the one who:

Breathes there the man with soul so dead,
Who never to himself hath said,
"This is my own, my native land."

Exercise

Glossary:

devotion	....	loyalty
commendable	....	admirable
supreme	....	top
value	....	worth
native	....	from one's motherland

Oral Activity:

Form five groups. Each group takes the responsibility to read and note details about the life of those soldiers who embraced martyrdom while fighting for their country. Visit the library or search the internet and note the details in your respective groups.

Come back in the class and discuss your findings with others.

Comprehension

A. Answer the following questions.

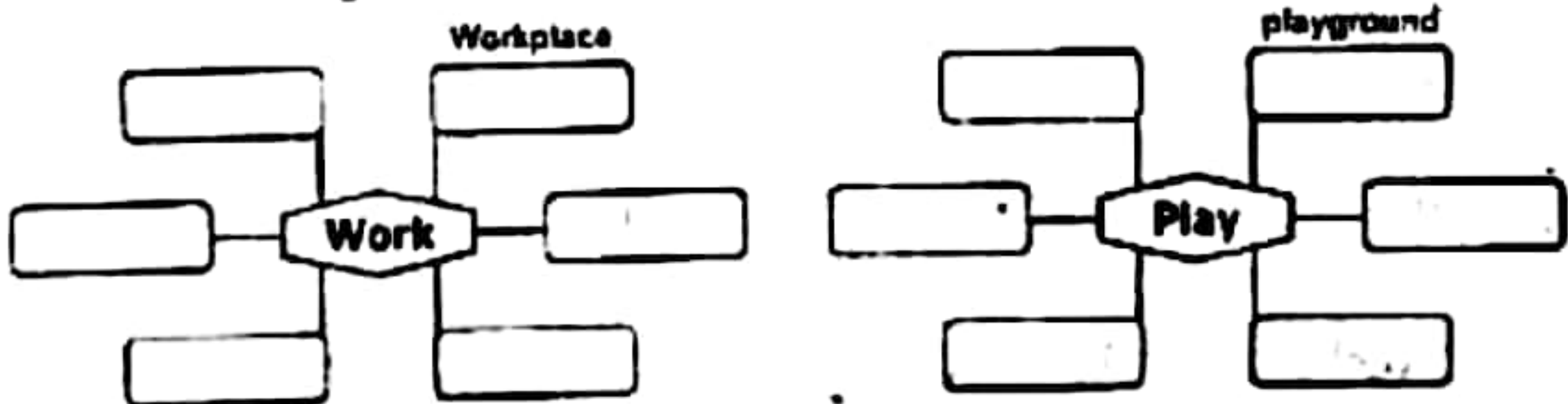
1. How will you define patriotism?
2. What are the qualities of a patriot?
3. As a citizen of Pakistan what are your duties towards your country?
4. What makes us stay alert in the wake of foreign invasion?
5. How will you elaborate Quaid-e-Azam Muhammad Ali Jinnah's quote?

" We must develop a sense of patriotism which galvanizes us all into one united and strong nation."

Vocabulary

A. Guess the meaning of the following words. Confirm your meaning from the dictionary.

No.	Word	Guessed meaning	Dictionary meanings
1.	Conservation		
2.	instance		
3.	fidelity		
4.	shield		
5.	reward		

B. Make as many words as you can from these root words.

C. Use the following words in sentences.

Sacrifice, commendable, prosperity, invasion, motherland,

responsible, nationalism

Dictionary Skills

A. Give pronunciation of the following words with the help of pronunciation key in your dictionary.

Patrioit, sacrifice, identity, strength, instances, foreign, concerns

Grammar

Modal Verbs

Modal Verbs combine with other verbs to form compound verbs.

Modal Verbs and their function

Modal Verbs	Function
can, could, may, might, would	to indicate possibility
can, will, could, would	to indicate ability
must, will, shall	to indicate certainty
might, should, ought	to indicate probability
can, could, may	to indicate permission
should, must, need, ought to	to indicate obligation
used to	to indicate a past habit

Example:

* May I ask you a few questions? (permission)
* Can you swim? (ability)
* You should keep your promise. (duty or obligation)
* We ought to help him. (moral obligation)

A. Use appropriate modals to:

1. Describe your three abilities and capacities.
2. Ask teacher's permission for going out.
3. Ask a friend to lend you a book.

4. Express necessity to get up early.
5. Express duty/obligation to follow traffic rules.
6. Share some past habit.

B. Identify the kinds of the following sentences.
(exclamatory,assertive,interrogative,negative,imperative)

1. Art is another subject in which I am particularly interested.
2. What a beatiful painting!
3. Teach him to learn.
4. How would I know?
5. She did not make a false statement.

C. Punctuate the following.

Captain Muhammad sarwar major tufail Muhammad major aziz bhatti pilot officer Rashid minhas major Muhammad akram major shabbier shaheed captain karnal sher khan and havaladar lalak jan all embraced martyrdom while fighting bravely for their motherland all of them were awarded nishan a haider the highest military award given to great patriots who lay down their lives for the country.

Writing Skills

A. Summarize paragraph 4 of the lesson in three to four sentences.

B. Summarize the lesson in your own words.

C. Which steps should we take to make our nation patriotic?

D. Write an essay on any one of our national heroes.(170-200 words)

E. Write s short dialogue between a political activist and a teenager in which the political activist tries to make the teenager understand the importance of patriotism.

Hazrat Asma (R.A)

Paragraph No. 1

The Holy Prophet (SAW) and his close companion, Hazrat Abu Bakr Siddique (RA), migrated from Makkah to Madinah in the year 622 A.D. When the chiefs of various tribes of Makkah came to know about the migration of the Holy Prophet (SAW) and his close companion, Hazrat Abu Bakr Siddique (RA), they got furious. The chiefs were determined more than ever to find them out. They offered huge rewards and bounties for their capture, dead or alive.

Paragraph No. 2

The preparation for this journey was made at the house of Hazrat Abu Bakr Siddique (RA). Hazrat Asma (RA) rendered useful services in this regard. She prepared food for this journey. She tied the food on the camel back with her own belt as nothing else could be found. For this service she was given the title of Zaat-un-Nataqin by the Holy Prophet (SAW)

Paragraph No. 3

During the perilous journey, it was very difficult for anyone to supply food to the Prophet Muhammad (SAW). It was so delicate that the slightest mistake could have endangered the life of the Holy Prophet (SAW). This grand task was nicely undertaken by Hazrat Asma (RA), the daughter of Hazrat Abu Bakr Siddique (RA). Every night, with the pack of food, she would quietly venture towards the rugged mountains in which, lay the cave of Thawr. She took care of the minute detail in accomplishing the

task. How difficult it must have been for her to traverse the rocky path at night, with the constant fear of being detected!

Paragraph No. 4

On the night of the migration, a tribal chief of disbelievers, Abu Jehl, in a fit of fury headed towards Hazrat Abu Bakr Siddique's (RA) home. He began knocking at the door violently. Addressing Hazrat Asma (RA), he demanded, "Where is your father?" She politely replied, "How would I know?" This response shows the wisdom and courage of Hazrat Asma (RA). She didn't make a statement that would give him a clue. She simply posed a counter question that infuriated Abu Jehl. He slapped Hazrat Asma's (RA) face so hard that her ear-ring fell off but she remained steadfast and did not reveal the secret.

Paragraph No. 5

Her grandfather, Hazrat Abu Quhafaa was a disbeliever at that time. He was very old and had become blind. He said to her, "Asma, I think Abu Bakr has taken all the wealth, leaving you and children empty-handed and helpless." At this, she instantly ran to a corner of the home. She gathered some pebbles and put them at the place where her father used to keep his money and jewels. She covered it with a piece of cloth. "Come grandfather, look! he has left all this for us." He touched the cloth and thought it was full of gold and jewels. His concern was alleviated and he felt relieved to know that Abu Bakr Siddique (R.A) had left all his wealth at home.

Paragraph No. 6

Hazrat Asma (RA) was amongst the early few who accepted

Islam. She was the daughter of Hazrat Abu Bakr Siddique (RA) and step sister of Hazrat Ayesh Siddiqua (RA). She was wife of Hazrat Zubair bin al-Awwam (RA) and mother of Hazrat Abdullah bin Zubair (RA). She died at the ripe old age of about hundred years. Hazrat Abdullah bin Zubair (RA) used to say that he had not seen anybody more generous and open hearted than his aunt Hazrat Ayesha (RA) and his mother. Hazrat Asma (RA) was so generous that she sold the garden inherited after the death of her sister, Hazrat Ayesha (RA). She gave away all the money to the poor and the needy. Nobody ever returned empty-handed from her doorstep.

Paragraph No. 7

Hazrat Asma (RA) will always be remembered for her courage, generosity and wisdom. She had resolute faith in Allah Almighty. Her life would always be a beacon of light for all of us.

Exercise

Glossary:

perilous .... dangerous
venture .... undertake
furiously .... angrily
refuge .... place of safety
instantly .... immediately
constant .... regular
detect .... to find out
ripe .... mature
reveal .... show

Oral Activity:

Answer the following questions orally.

* Discuss the salient features of the personally of Hazrat Asma (رضی عنہا)
* Name some prominent women in today's world. Share their achievements.
* What contribution can women make to the society in Pakistan?

Arrange a group discussion to comprehend the following statements.

* "Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) must have taken all the wealth leaving you and children behind empty-handed."
* "This grand task was nicely undertaken by Hazrat Asma (رضی اللہ تعالیٰ عنہا)."

Stress and Intonation

Stress

Read the words carefully and note the stressed and unstressed syllables in them.

HUSband aBOUT aRRIVE

reMARkable imPORtant phoTOgraphy

In a dictionary the mark /'/ shows the main stress in a word.

Intonation: The rise and fall of the voice in speaking is intonation. The words that are in bold show the intonation pattern.

1. **Do** you like it?
2. Do **you** like it?
3. Do you **like** it?
4. Do you like **it**?

A. Find the stress words in the following paragraph.

The preparation for this journey was made at the house of Hazrat Aur Bakr Siddique (رضی اللہ تعالیٰ عنہ). Hazrat Asma (رضی اللہ تعالیٰ عنہا)

rendered useful services in this regard. She prepared food for this journey. She tied the food on the camel back with her own belt as nothing else could be found. For this service she was given the title of Zaat-un-Nataqin by the Holy Prophet (ﷺ).

Dictionary Skills

A. How many syllables the following words have?

Politically, polish, polka, poll, pollen

B. Give pronunciation of the following words with the help of the pronunciation key given in your dictionary.

emigrant, perilous, infuriated, knowledge, unswerving

Comprehenstion

A. Read paragraph 3 of the lesson and identify. Topic sentence and supporting detail.

Topic sentence	→	
Supporting details	→	

B. Read paragraph 4 of the lesson and identify, topic sentence supporting details and concluding sentence of the paragraph.

C. Answer the following questions.

1-What happened when Abu Jhel asked about Hazrat Abu Bakr Siddique(رضی اللہ تعالیٰ عنہ)?

2-Why was Hazrat Abu Quhafaa(رضی اللہ تعالیٰ عنہ) worried?

3-How did Hazrat Asma(رضی اللہ تعالیٰ عنہا) Console her grandfather?

4-Who was Hazrat Abdullah bin Zubair (رضی اللہ تعالیٰ عنہ)?

5-Which incident in the story showed Hazrat Asma's(رضی اللہ تعالیٰ عنہا) love and respect for the Holy'Prophe (ﷺ).

6-Which incident in the story tells about the generosity of Hazrat Asma (رضی اللہ تعالیٰ عنہا)?

7-What message do you get from the life of Hazrat Asma(رضی اللہ عنہا)

8-"Her life would always be a beacon of light for all of us?" How.?

Cataphoric reference

An expression that refers to a latter expression in the discourse is called a cataphoric reference.

Example:

The Holy Prophet (صلی اللہ علیہ وآلہ وسلم) and his companion, Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ), migrated from Makkah to Madinah in the year 622 A.D.

Anaphoric reference

An expression that refers to an earlier expression in the discourse is called an anaphoric reference.

Example:

Hazrat Asma(رضی اللہ تعالیٰ عنہا) was amongst the early few who accepted Islam. She was the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ).

D.Tell whether the reference given in these sentences is anaphoric or cataphoric.

1- Abu Jehl, chief of the disbelievers, in a fit of fury headed for Hazrat Abu Bakr's (رضی اللہ تعالیٰ عنہ)home and began knocking at the door violently.

2- Her grandfather, Abu Quhaffaa (رضی اللہ تعالیٰ عنہ)was a disbeliever at that time.

3- When Aslam was playing cricket, he hurt his hand.

4- Before she finished the work, Neelam checked the mistakes

once again.

5- Anees threw the stone. He broke the window.

6- When she entered the room, Zeba was surprised to see so many guests.

7- The city of gardens, Lahore, is also famous for its historical places.

Vocabulary

A. Choose the correct meaning of the underlined words.

i- It was so **delicate** situation.

(a) difficult (b) easy (c) sensitive (d) fragile

ii- Abu Jehl began knocking at the door **violently.**

(a) politely (b) slowly (c) forcefully (d) angrily

iii- She simply posed a counter question that **infuriated** Abu Jehl.

(a) pleased (b) helped (c) enraged (d) annoyingly

iv- She remained **steadfast** and did not reveal the secret.

(a) patient (b) firm and resolute

(c) ready to face (d) prepared for the worst

B. Consult a dictionary to find the meanings of the following words/phrases and use them in sentences.

mad with anger, fit of fury, reveal the secret, resolute, alleviate, migration, companion, refuge, gave away, determined

Grammar

Abstract Noun

Abstract Noun is the name of a quality, action, or state. Abstract Nouns are formed from adjectives, verbs and common nouns.

Example:

She faced every calamity of life which **patience** and **valour.**

A. Underline abstract nouns in paragraph 4.

B. Form abstract nouns from the following adjectives and verbs. Use these nouns in sentences of your own.

courageous, empty, difficult, generous, resolute, suffer

C. Put articles, where required.

1- Trees are grown on either sides of canal.
2- Her courage and patience is exemplary.
3- Kindness and tolerance are noble deeds.
4- Higher you go, cooler it is.
5- He is tallest in the class.
6- Dog is faithful animal.
7- Indus is largest river in Pakistan.
8- Mount Everest is highest peak in world.
9- Alizay is the most intelligent girl in school.
10- Where are books which I bought a week ago.

Prepositions of time

Prepositions	Use	Example
in	months	in June; in Septermber
	year	in 2011; in 1999
	seasons	in winter; in the summer of 2011
	part of the day	in the morning; in the afternoon; in the evening
	duration	in a second; in two weeks
at	part of the day	at night
	time of day	at 8 O'clock; at midnight
	celebrations	at Eid
	fixed phrases	at the same time

on	days of the week	on Sunday; on Friday
	date	on the 20th of August
	special holidays	on Iqbal Day; on my birthday
	a special part of a day	on the morning of October the 11th

D. Identify the prepositions in paragraphs 3 and 4 of the lesson.

E. Fill in the blanks with suitable prepositions given below each sentence.

i. The Holly Prophet (ﷺ) migrated _____ Makkah to Madinah in 622 A.D.

(a) between (b) from (c) after (d) into

ii. Abu Jehl, _____ a fit of ury headed towards Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ)home.

(a) with (b) after (c) in (d) into

iii. He began knocking _____the door violently.

(a) at (b) on (c) into (d) about

iv. At this, she instantly ran _____a corner of the home.

(a) into (b) through (c) to (d) towards

v. She has resolute faith _____ Allah Almighty.

(a) of (b) in (c) at (d) to

vi. She gave _____ all the money to the poor and the needy.

(a) out (b) through (c) in (d) away

vii. Her life would always be a beacon _____ light for all of us.

(a) in (b) of (c) with (d) into

F. Fill in the blanks with prepositions of time.

a. Ali is arriving _____January 26_____2o'clock in the afternoon.

b. Saqib is leaving _____Friday at noon.

c. Ashar has started working for his law firm _____ 1995.

d. I met Shaheen _____ 9.00am.

e. The doctor will see Alizay _____ the evening.

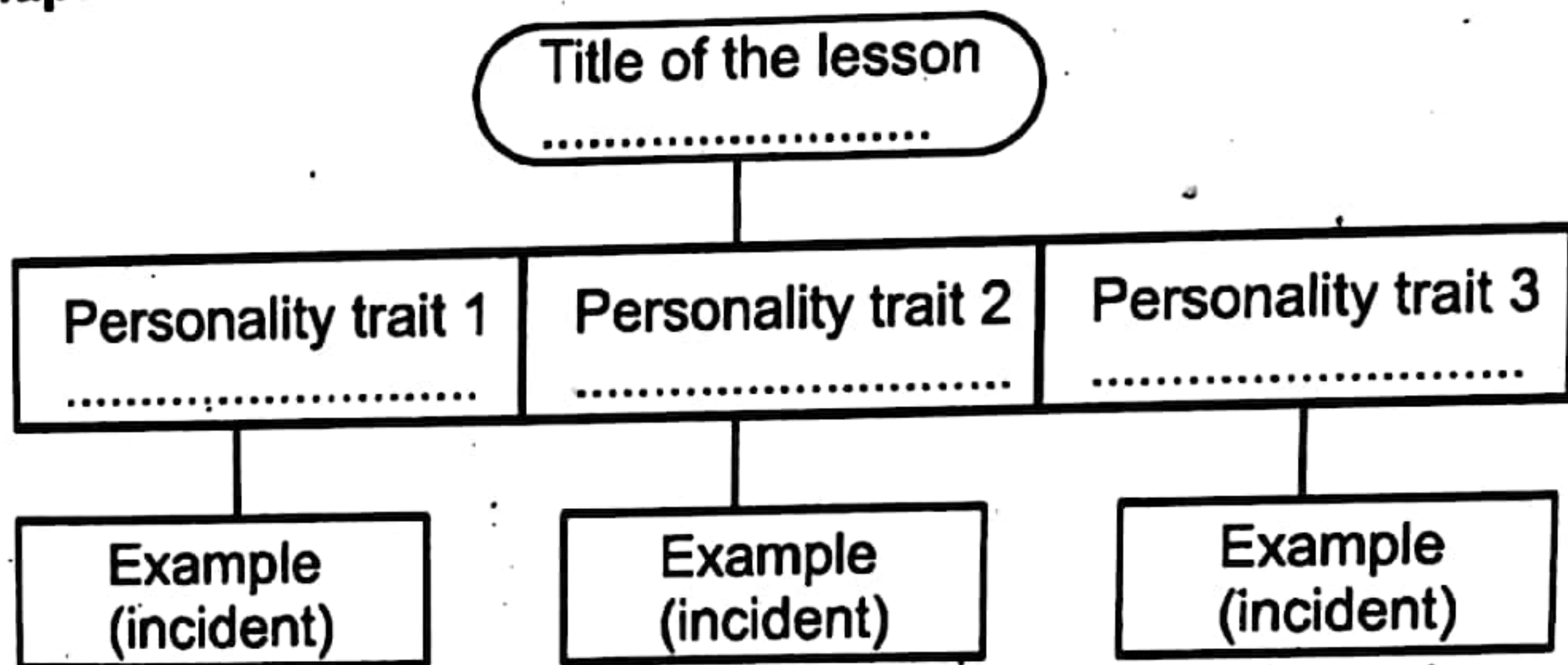
f. Sobia has her birthday _____ september 11.

g. We will have vacation _____ summer.

G. Punctuate the following lines using capital letters, comma and full stop.

the holy prophet (ﷺ) and his close companion hazrat abu bakar siddique (رضی اللہ تعالیٰ عنہ) migrated from makkah to madinah in the year 622ad on their way to madinah they sought temproray refuge in the cave of thawr

Writing - Skills

A. Summarize the lesson by completing the following mind map.

B. Write a character sketch of Hazrat Asma (رضی اللہ تعالیٰ عنہا).

Now proof read and edi self and peers work.

Checklist
Proof read and edit your work for:
* faulty sentence structure
* errors of subjec/verb agreement
* unclear pronoun reference
* errors of correct word form
* errors of punctuation and spelling

Oral Communications Skills

A. Useful phrases for greetings

Informal/ friendly greetings	Formal/business greetings	How to begin formal conversation?	Whn meeting someone after a while?
Hello! Hi!	Good morning! Good afternoon! Good evening!	How do you do? How are you?	Good to see you again.
Introducing yourself : I would like to introduce myself I am....	**When meeting for the first time:** Pleased to meet you. Nice meeting you. Glad to meet. you. It's a pleasure meeting you.	**Response:** Very well! **Response:** Fine, thank you.	It's been a long time.

B. A new student has joined your class. Use the phrases from above and greet your new friend both formally and informally. Also, introduce yourself and ask for his/her introduction.

Daffodils

by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine,
And twinkle on the milky way,
They stretched in never-ending line,
Along the margin of a bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company!
I gazed - and gazed - but little thought
What wealth the show to me had brought;
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Exercise

Glossary:

fluttering	....	moving in the air, flying
glee	....	joy, happiness
host	....	in large number
jocund	....	happy
twinkle	....	shine with a light that keeps changing from bright to faint, and from faint to bright
pensive	....	thoughtful
solitude	....	pleasant loneliness

Oral Activity:

Form groups and discuss the following.

* What you have understood and what you think is the message in the poem?
* Discuss various aspects of nature as described in the pome.
* Work in pairs to prepare a presentation on the topic of "Daffodils". In your presentation, read Wordsworth's poem aloud to the class and explain your feelings.

Guidelines to prepare presentation

Conte it	Presentation
* Provide adequate background of the topic * Explore topic in sufficient depth * Appropriate conclusion	* Introduction of the topic briefly and clearly * Supporting facts, examples * Confidence
Organization	**Style**
* State objectives well * Cover major areas of the topic * Organize presentation in a proper sequence * Manage time well	* Speak with confidence and alertness * Proper use of audio/ visual aids * Use body language * Conduct question/ answer session

Comprehension

A. Answer the following questions.

1. What is the central idea of the poem?
2. What do the daffodils represent in the poem?
3. What "wealth" do memories of the scene give to the poet?
4. List the words that heighten the sound effect in the poem.
5. How has the poet heightened the impact of the poem by using the figurative language?

Figures of Speech

Simile

A simile is a figure of speech in which like or as is used to make a comparison between two ideas that are basically dissimilar.

e.g a. Her eyes twinkled like stars.

b. She was as busy as a bee.

Metaphor

If we write a comparison between two things and omit the word 'like' then we are using a metaphore; **e.g**

a. He proved a lion in the fight.

b. His heart is red, red rose.

Personification

It is a figurative language technique where an object or idea is given human characteristics or qualities.

a. The candle flame **danced** in the dark.

b. The sunflowers **nodded** in the wind.

Imagery

Imagery is the construction of details used to create mental images in the mind of the reader through the visual sense as well as the sense of touch, smell, taste or sound.

Examples of Imagery:

visual- huge trees in the thick and dark forest

auditory-the rustling of leaves

smell-scent and juicy organes

touch- rugged and rough path

B. In 'Daffodils" similes are used in stanza 1 and 2. Can you tell what two things are compared to in each of these stanzas?

C. Pick out one example of personification from the poem.

D. Here is a list of few Similes, Metphors and Personification. Can you identify them? Write 'S' for Simile, 'M' for Metaphor and 'P' for Personification.

time is money		the apple of my eye	
as busy as a bee		as cunning as a fox	
The wind whispered the rumors of the forest.		Brown grass was begging for water.	
as gentle as a lamb		as wise as an owl	
The sorry engine wheezed its death cough.		blanket of snow	
the heart of lion		as black as a crow	

E. Underline the words and phrases that depict clear imagery in the poem.

F. Which imagery the poet refers to in the poem?

Vocabulary

A. Use a thesaurus to find three more synonyms of the following words.

saw	glance	gaze	....	....	....
shine	twinkle	sparkle	....	....	....

Connotattion

Connotation means the attitude and feeling associated with a word as opposed to its literal meaning. For example:

Solitude: a positive connotation

lonely: a negative connotation

B. Specify positive and negative connotation of each of the following.

(i) gaze: ____________________

stare: ____________________

(ii) shine: ____________________

glare: ____________________

(iii) hoard: ____________________

collect: ____________________

C. Use the words given in activity 'C' in sentences of your own.

Grammar

Collective nouns

A singular noun, such as ***committee*** or ***team***, that refers to a group of people, animals or things is called Collective Noun. **For example:** Crowd in this poem refers to a collection or large number of daffodils.

A. Which collective noun means:

a. a collection of ships

b. a collection of singers

c. a collection of cattle

d. a collection of soldiers

B. Underline prepositions of place in the poem.

C. Use the following prepositions in sentences of your own.

behind, beside, next to, under, over, along, across

Conjunctions:

Conjunctions join words and sentences. There are two kinds of conjunctions.

Type	Function	Examples
Coordinating	These conjunctions join sentences of equal rank.	but, or, nor, either, also, however, only, so, hence
Subordinating conjunctions	These conjunctions join sentences, one of which is dependence on the other.	because, that, while, unless, as, which, since, if, though

D. Fill in the blanks with appropriate conjuncions.

1. He ran fast _______ he missed the train.
2. Wait _______ I return.
3. Work hard __________ you should fail.
4. I did not come _________ you did not invite me.
5. You will get a prize __________ you deserve it.

E. Use any five coolrdinating conjunctions and any five subordinating conjunctions in sentences of your own.

Use of Present and Past Participles

Participle

A participle is a verb form used as an adjective to modify nouns and pronouns.

Past Participle

The past participles of all regular verbs end in **-ed:**

the tired dancer

the injured player

the cracked vase

However, irregular verbs have various past participle endings (such as thrown, ridden, built, and gone)

F. Underline the Participles in the following sentences.

1. He was so shocked after the accident that he could not speak.
2. The galloping horse scared the child.
3. I don't want that burnt toast.
4. Don't be frightened. That dog doesn't bite.
5. The lorry was carrying stolen goods.
6. Everybody was excited preparing the things for the trip.
7. If the children are bored. Why don't you take them to the park?

G. Make five sentences using Present Participles and five sentences using Past Participles.

Paraphrasing

Paraphrasing is re-writing a poet's utterances or ideas in one's own words without altering the sense of the original. Thus a stanza takes the shape of prose. It is about the same length as the original because the purpose is to re-phrase without going any unnecessary details.

A. Paraphrase the last stanza of the poem.

Summary Writing

A summary is a shorter (condensend) version of an oral, visual or written text. Following four basic steps in preparing a summary provide a logical and organized approach to the process of summary writing.

Reading:

A good summary depends to a large extent on good reading, to understand the orginal text.

Outlining:

Outlining involves, making notes that may help you compose a summary such as notng author's purpose, topic sentence supporting details, and main idea.

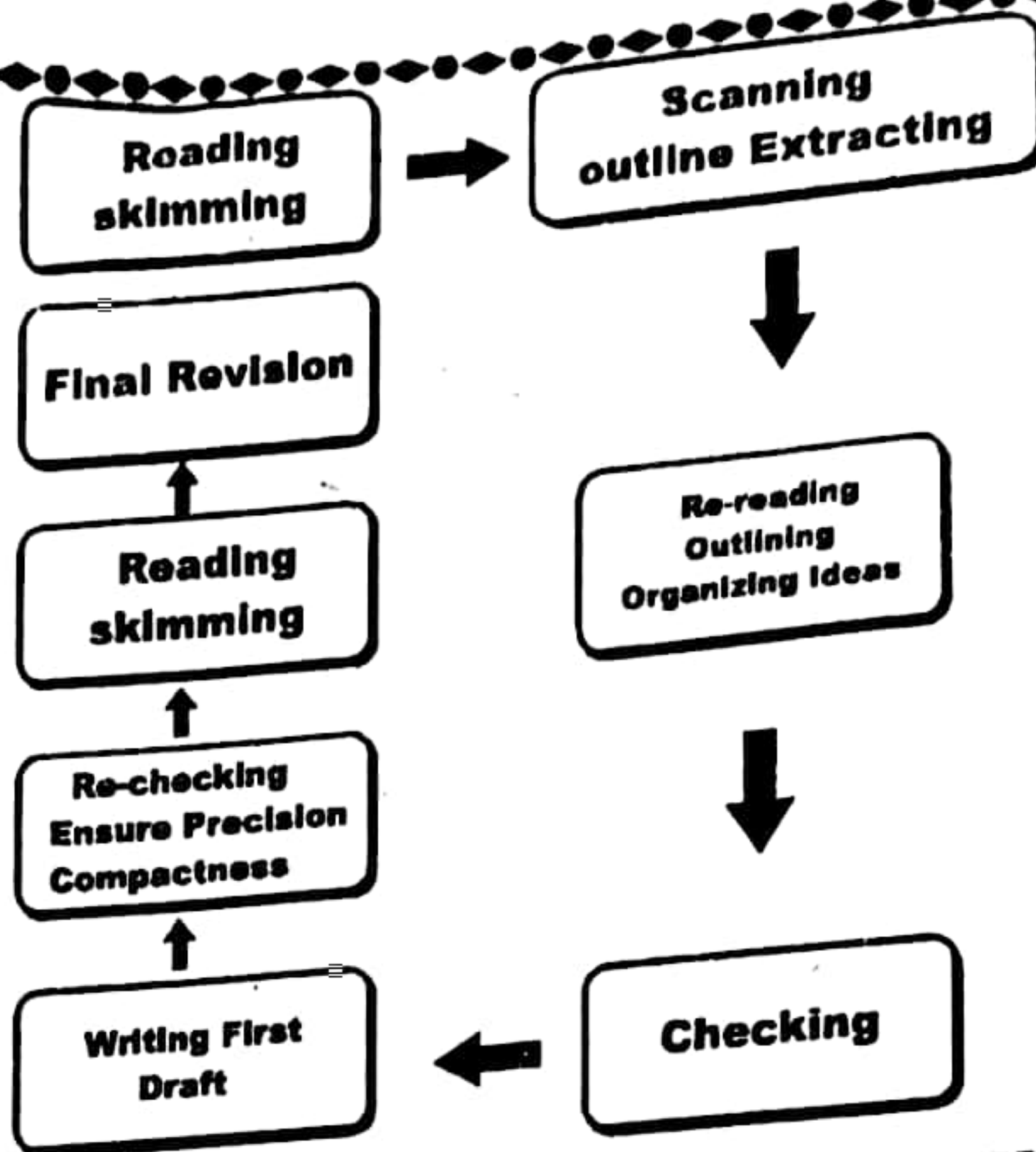
Checking:

At this stage the accuracy of outline notes is judged by comparing them with the original passage. Necessary changes can be made in it at this stage.

Writing:

At this stage a few necessary changes if any are made. A review of the summarized version is important to make the summary accurate, fluent, and error free.

B. Write a summary of the poem "Daffodils".

Flow Chart for Writing a Summary

Oral Communication Skills:

Express satisfaction/dissatisfaction
Useful phrases to express satisfaction:
a. Yes please. b. Really! You did very well.
c. I am happy to find this out. d. I trusted you a lot and you proved it.
Useful phrases to express dissatisfaction:
a. No please. b. I am sorry but I am not happy with the result.
c. You disappointed me. d. I regret on having given you the responsibility.

A. Use the language of satisfaction and dissatisfaction and act out role-plays in the following situations.

1. Father is dissatisfied with the performance of his son in the matriculation exam. However, the son shows satisfaction over his result.
2. You are satisfied with your performance in the debates. Your teacher however expresses dissatisfaction and asks you to improve your presentation skills.
3. Your friend is satisfied in getting cricket match tickets. On the contrary, you express dissatisfaction on the types of seats allotted to you in the stadium.

First Aid

We all need help at times in our lives. Sometimes we may have accidents and may get hurt. When we are injured or suddenly become unwell, we need someone to help us. Someone who knows what to do. It is the temporary and immediate help.This timely assistance, comprising of simple medical techniques, is most critical to the victims and is, often, life saving. Any lay person can be trained to administer first aid .This First Aid can be carried out using minimal equipments. First aid knowledge ranges from taking care of cuts to déaling with an unconscious victim.

Cuts and scrapes

Handling minor accidents at home or on the road develops a sense of crisis management. This may prepare people to tackle with unexpected emergencies with great confidence. Minor cuts and scrapes usually do not need to go to the emergency room. Yet proper care is essential to avoid infection or other complications. Following guidelines can help you to handle crisis and take care of all.

Stop the bleeding

Minor cuts and scrapes usually stop bleeding on their own. If they don't, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 seconds and if possible elevate the wound. Don't keep checking to see (if the bleeding has stopped because this may damage or dislodge the clot that is forming and cause bleeding to resume) If blood spurt

or continues flowing after continuous pressure , seek medical assistance.

Clean the wound

Rinse out the wound with clear water .To clean the area around the wound, use soap and a washcloth But soap can irritate the wound, so try to keep it out of the actual wound. If dirt or debris remains in the wound after washing, see your doctor. Thorough cleaning reduces the risk of infection and tetanus.

Apply an antibiotic

After you clean the wound, apply a thin layer of an antibiotic cream or ointment to help the surface keep moist. these products don't make the wound heal faster ,but they can help your body's natural healing process work fast. Certain ingredients in some ointments can cause a mild rash in some people. If a rash appears, stop using the ointment.

Cover the wound:

Bandage can help keep the wound clean and keep harmful bacteria out. After the wound has healed enough to make infection unlikely, exposure to the air will speed wound healing?

Change the dressing:

Change the dressing at least daily or whenever it becomes wet or dirty. If you are allergic to the adhesive used in most bandages, switch to adhesive -free dressing or sterile gauze held in place with paper rape, or gauze roll or a loosely applied elastic bandage.

These supplies generally are available at pharmacies.

Watch for signs of infection:

See your doctor if the wound is not healing or you notice redness, increasing pain, drainage or swelling.

Band-aids (plaster):

Band aids or sticky plaster are good for dressing small wounds. They come in all shapes and sizes for fingers, legs, and anywhere else you might get little cuts. Make sure the Bandage is big enough to cover the wound, if not, you should use a dressing, instead.

Elastic Bandages

The elastic bandages are good for wrapping sprained joints or marking a sling in the case of a broken arm.

Gauze and Adhesive Tape

Gauze pads or rolls are cloth pads that are placed directly on a wound to protect and control bleeding (for large cuts and scrapes).

You will need adhesive tape to keep the gauze in place.

In an emergency, a clean cloth, hand towel, clean tee-shirt can be used to cover the wound.

Antiseptic Wipes (Alcohol Swaps) and Cotton Wool

Safety Pins and Tweezers

Scissors

A pair of scissors is needed to cut the tap and gauze.

Latex Gloves

Latex gloves are always a good idea, especially if you are dealing with body fluids from a stranger.

Calamine Lotion

Calamine lotion is used for soothing sun burns and stings.

Clinical Thermometer

It is used to note down the body temperature of a person.

Analgesic Tablets

Such as aspirin or paracetamol.

Exercise

Glossary

accessible............. easy for anyone to obtain and use
adhesive............. sticky, gluey
antibiotic........... A substance which is capable of destroying or inhibiting the growth of bacteria or other micro-organisms
infection.........: the agency by which disease is caused or transmitted.
ingredients......... the substances that are combined to make something.
minor............. relatively small in size
ointement........ a medicinal preparation in the form of a soft smooth paste
rinse....... wash something quickly
tweezer.......... A small pair of pincers for taking up small objects, plucking out hairs, etc. Also pair of tweenzers

Vocabulary

A. Many fields have a specialized vocabulary. Identify specialized vocabulary related to medical field in the text.

Specialized word	What I think it means	What it does mean
scrapes		
infection		

ointment		
bandage		
dressings		
stiches		

B. Complete the missing letters in the words below to match the meaning given on the right. All these words have prefix dis-.

Word	Meaning	
______ocate	to put out of place	The prefix dis-has the meaning of devoid.
______tisfied	to be unhappy	
______ract	to divert	
______ualify	to exculde	
______elieve	to doubt	
______prove	to reject	

C. Now use the above words in sentences.

D. Further reading activity

Go through the list of idioms in a grammar book and find five idioms which start with 'to-infinitive'. Write Urdu equivlents of these idioms also.

Example: To owe is woe. قرض بڑی بلا ہے

Reading Comprehension

A. Choose the correct answer.

1. If blood spurts or continues flowing after continuous pressure, ________.

(a) do first aid (b) apply gentle pressure with a clean cloth

(c) seek medical assistance

2. Thorough cleaning reduces the risk of ______

(a) infection and tetanus (b) allergy (c) rash

3. If a ______ appears, stop using the ointment.

(a) infection (b) rash (c) allergy

4. Change the dressing at least ______.

(a) weekly (b) twice a day (c) daily

5. Band aids or sticky plasters are good for dressing small ______.

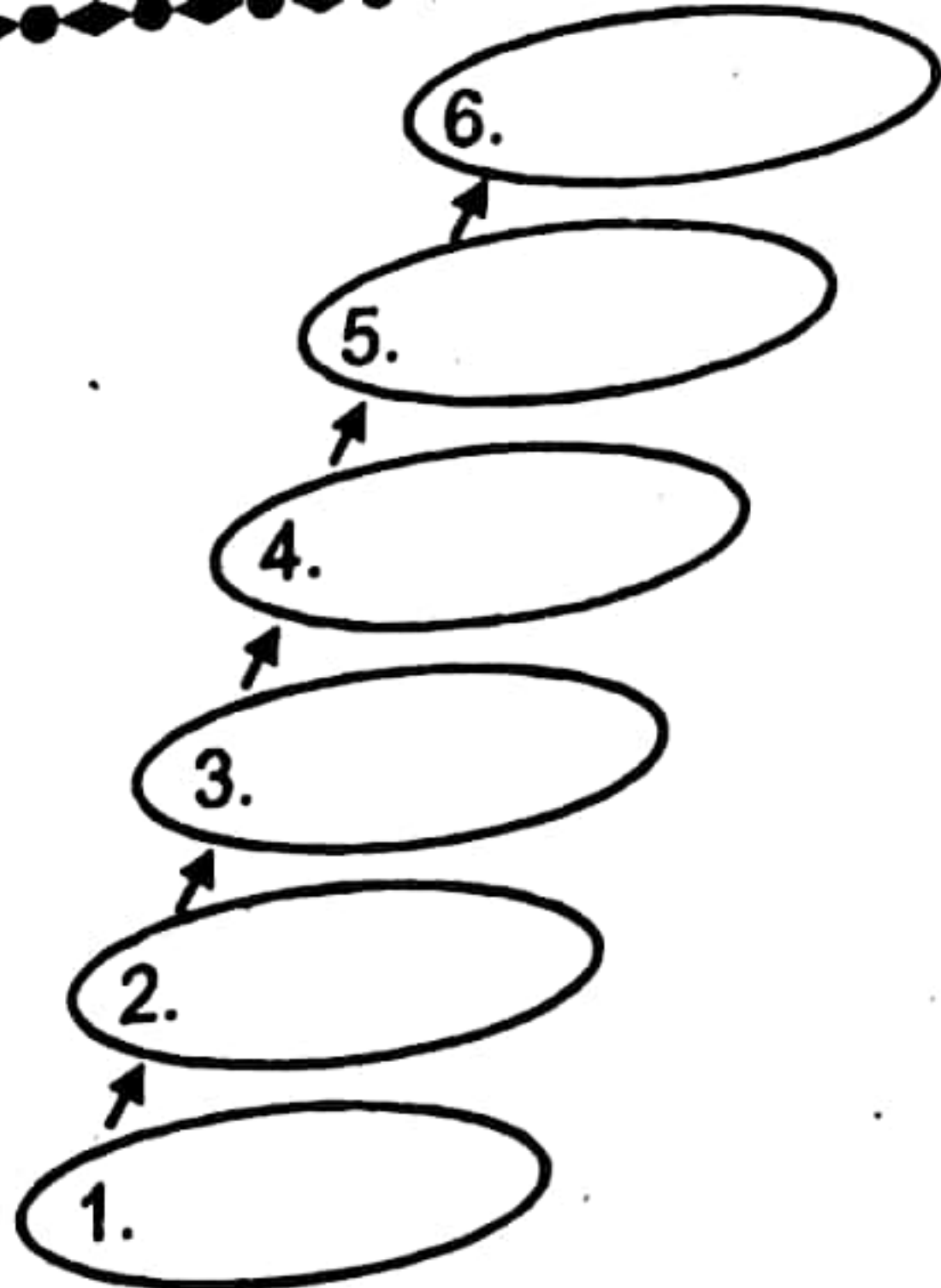
(a) wounds (b) burns (c) fractures

B. Answer the following questions.

1. You should not keep checking if the bleeding has stopped? Why?
2. Why is it necessary to keep away soap from the wound?
3. How is an antibiotic cream or ointment good in healing the wound?
4. What should you do if you are allergic to adhesive material used in most banadages?
5. When do you need to see a doctor?
6. What should your first aid kit consist of?

Patterns of Text Organizations

Text structure	signal words	signal to reader
sequence/procedure	first,after,next,then, third,finally etc.	A sequence of steps or events in a process is being described.

C. Read the First Aid Process of cuts and scrapes. Put the revelant information in the graphic organizer showing sequence.

Grammar

Position of Adverbs

A. Place adverbs at appropriate places.

1. I am happy when it is my birthday. (always)
2. My brother gets up at six o'clock from Monday to Friday as he goes jogging. (often)
3. He went wo the market. (last night)
4. Have you been to Hunza Valley? (ever)
5. The birds were chirping. (beautifully)
6. I'm waiting for Khalid to arrive. I have been waiting for over twenty minutes! (still)
7. He saw a blind beggar. (in the market)

Adverb phrase

An Adverb Phrase is a group of words that functions like an Adverb.

Examples:

(a) He works **carefully.**

(b) They rested **at sunset.**

In example (a), **carefully,** is an adverb. In example (b), **at sunset,** is an adverb phrase which does the work of an adverb.

B. Find a suitable adverb to replace each adverb phrase in the following sentences.

1. Our teacher wanted that work to be done **without delay.**
2. She is **without doubt** the most caring person I have mt.
3. This plant flowers **once every year.**
4. You should complete the work **in a while.**
5. The two old friends met each other **by accident.**

Gerunds and Infinitives

These verbs can take **GERUNDS** after them:		These verbs can take **INFINITIVES** after them:	
enjoy	Salman enjoys playng tennis.	**hope**	I hope to learn gerunds.
finish	Maryam finished doing her homework.	**expect**	I expect to improve my English
quit	Jamil has quit smoking.	**plan**	Sara plants to attend college.
put off	Pasha always puts off cleaning his room.	**intend**	Mehak is intending to go.
postpone	We postponed having the picnic	**mean**	He meang to say "dear" not "deer".

After some verbs (begin, start, continue, like, love, hate, intend and prefer) you can usually use either a gerund or an infinitve. There is practically no difference in meaning.
Exception: After would/ should+ like/ love, only the infinitve can be used.

C. Complete the following sentences with infinitve or gerund which ever is appropriate.

1. We felt the plane __________ (shakes) in the storm.

2. I've always disliked ______________ (smoke).

3. Where did you learn __________ (speak) French?

4. Is the exibition worth ____________ (visit)?

5. I don't mind __________ (get up) earyl.

6. We'd love ____________ (come) with you.

7. She seems ___________ (know) this place.

D. Identify gerund and infinitive in the following sentences.

1. Minor cuts and scrapes usually stop bleeding on their own.

2. To clean the area around the wound, use soap and a washcloth.

3. Don't keep checking to see if the bleeding has stopped.

4. So try to keep it out of the actual wound.

5. If a rash appears, stop using the ointment.

6. If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles.

E. Change the following sentences into the passive voice. Subject in the passive sentences may be skipped.

1. You must put out all smoking materials.

2. You must fasten the seat belt.

3. They will demonstrate safety precautions.

4. You should read the safety instructions.

5. You can store small packages in the overhead compartment.

Oral Communication Skills

Useful expressions to make an apology

- I'm so sorry ....
- I hope you aren't too upset (offended) about ....
- I must (have to) apologize.
- I feel so mean (about) ....

Situation: You realize that you were wrong in adruing with your friend. Now you want to patch up. How would you apologize.

Writing Skills

A. Write a paragraph on **"How to take care of cuts and scarpes"**. Use transitional devices e.g. first, next, then, after that, in the end etc. to join sentences within the paragraph.

B. Did you ever get cuts and scrapes? How did you give yourself first aid? write a paragraph in past tense. First make an outline with the help of mind map give below.

First Person Narrative

What happened?

When did it happen?	Where did it happen?

Main event: How will you grab your readers' attention?

Is there a problem?	What is the solution?

5. Write a precis of the given passage and suggest a suitable title for it.

D. Write a paragraph on any ONE of the following topics.

1. Land Pollution
2. The subject I like the most in school

E. Write a general essay on any ONE of the following topics.

1. Land Pollution
2. The subject I like the most in school

E. Write a general essay on any ONE of the following topics.

1. Traffic Problems of a Big City
2. School Discipline

F. Write a narrative essay on any ONE of the following topics.

1. On a Rainy Day
2. Most Memorable Trip

G. Paragraphs the following stanza.

If you find your task is hard.
Try again;
Time will bring you your reward,
Try again;
All that other folk can do,
Why with patience should not you?
Only keep this rule in view,
Try again.

Peace

by Silvia Hartmann

The wind is now (metaphor)

a roaring, smashing

monster of destruction,

raking all man's work

from the valleys,

from the vales,

and sends them spinning,

broken flying -

but all of that is

not its core,

its center is in truth

eternal stillness

bright blue skies

and all you hear

are gentle whispers

far away

and unimportant.

Exercise

Vocabulary

A Pick out words from the poem which mean the same as the following:

a. Extremely noisy

b. To be broken violently and noisly into peices

c. To make something level by using a rake.

d. To make something turn rapidly round and round a central point.

e. Lasting or existing forever.

f. To speak or say somethng quietly, using only one's breath so that only the people closest to one can hear.

B: Give synonyms for each of the following words.

roaring, smashing, spinning, stillness, core

C. Which word in each pair below has the more positive connotation to you? Circle your answer.

- thrifty — penny-pinching
- pushy — aggressive
- politician — statesman
- chef — cook
- slender — skinny

D. Choose the appropriate connotations.

1. Which would your rather be called?

(a) thrifty (b) cheap

2. Which is more serious?

(a) problems (b) disaster

3. Whish is more polite?

(a) sip a drink (b) glup it

4. **Which would be if you hadn't eaten for several days?**

(a) hungry (b) starving

5. **Whish would you be after a walk in the mud?**

(a) filthy (b) dirty

E. Explain the following idioms and find their Urdu equivalents.

1. It is no use crying over split milk.
2. Do not put of till tomorrow what you can do today.
3. Out of the fryingpan into the fire.
4. Out of sight, out of mind.
5. As you sow, so shall you reap.

Reading for Comprehension-

A. Answer the following questions.

1. How is wind described in the first stanza?
2. With what wind is compared in the first stanza?
3. What is wind doing to all mains work?
4. How does the scene look like when wind is still?
5. What comparison is made in the second stanza?

Imagery

The use of vivid or figurative language to represent objects, actions, or ideas. In other words imagery is a picture created by the mind.

Types of Imagery:

There are five types of imagery, each corresponding to one of our senses: visual (Sight), auditory (Sound), Tactile (Touch), olfactory (Smell) gustatory (Taste).

B. Which imager has the poet used in this poem? Give examples.

Grammar

Kinds of Pronouns

Identify demonstrative, reflexive and interrogative pronouns in the following sentences.

1. Hand me that hammer.
2. I saw myself in the mirror.
3. Who is there?
4. He himself will be our new friend.
5. Is this your teacher's book?
6. Which is your pen?

Present and Past Participles used as Adjectives

Example:

I was amused by the way she acted in the play.

Do you find this type of humor amusing?

B. Choose appropriate participles.

1. (a) The movie was really __________(interesteed/interesting)

(b) I thought it was a good lecture, but I wasn't very _____ (interested/ interesting) in the topic.

2. (a) Our town is so ______ (bored/ boring)! There is nothing to do here.

(b) Are you ______ (bore/boring) with that game already?

3. (a) Have you heard her laugh? It's so ____ (annyoyed/ annoying)

(b) I'm really _____(annoyed/annoying) with one of my co-workers.

4. (a) The city was ____(damaged/damaging) during the storm

(b) The information was quite ____ (damaged/ damaging) to his reputation.

5. (a) This treatment is really great. It makes me feel so ____ (relaxed/ relaxing)

(b) I didn'nt like that movie. I thought it was too ______ (depressed/ depressing)

Gerund Phrase

The gerund phrase includes the gerund and the object of the gerund or any modieres related to the gerund.

In the following example, the gerund is bold and the gerund phrase is underlined.

The student gathered signatures for increasing the hours of the library.

Infinitive Phrase

The infinitive phrase includes the infinitive and the object of the infinitive or any modifiers related to the infinitive.

In the following example, the infinitve is bold and the infinitive phrase is underlined.

Every cricket team has a captain to direct the other players.

Prepositional Phrase

The prepositional phrase includes the preposition and the object of the preposition or any modifiers related to the preposition.

In the following example, the preposition is bold and the prepositional phrase is underlined.

Samra could hear her sister snoring across the room.

C. Identify gerund phrases, infinitive phrases and prepositional phrases in the following sentences.

1. Maria fell **over the cat.**

(a) infinitive phrase (b) gerund phrase (c) prepositional phrase

2. The strickers held a meeting **to discuss the terms of employers.**

(a) infinitive phrase (b) gerund phrase

(c) prepositional phrase

3. After **learning the parts of speech**, the class began studying punctuation.

(a) infinitive phrase (b) gerund phrase (c) prepositional

4. Will someone be here soon **to open the door?**

(a) infinitive phrase (b) gerund phrase

(c) prepositional phrase

5. Talha visited Turkey while studying the history **of Turkish art.**

(a) infinitive phrase (b) gerund phrase

(c) prepositional phrase

6. Before **putting too much effort into the projct**, you should get some guidance from your boss.

(a) infinitive phrase (b) gerund phrase

(c) prepositional phrase

7. Does the captain want us **to lower the sails** before we enter the harbor?

(a) infinitive phrase (b) gerund phrase

(c) prepositional phrase

A. Stress patterns-use of weak forms, stress placement and timing first, You need to understand which words are generally stressed and which are not stressed.

Content Words	Function Words
Basically stress words are considered content words. Examples: * Nouns e.g. kitchen, Ali * (most) verbs e.g. visit, construct * Adjectives e.g. beautiful, interesting * Adverbs e.g. often, carefully	Non-stressed words are considered function words. Examples: * Determines e.g the ,a some, a few * Auxiliary verbs e.g don't, am, can, wer * Prepositions e.g before, next to, opposite * Conjunctions e.g. but, while as * Pronouns e.g. they, she, us

The same sentence can take on different meanings depending on where the speaker choose to place he primary stress.

Examples: "I'm not goint".

1. **"I'm** not goint": meaning[1]=Not"ME", but perhaps, "YOU", "SHE" or "HE".
2. "I'm **not** goint": meaning [2]=I reFUSE to go.
3. "I'm not **going"**: meaning [3]=I'm not GOing... I'm COMing BACK!

B. Make pairs and practice the following dialogue following appropriate stress and intonation.

A: Will you look at this form?

B: Are you having problems with it?

A: I don't understand some things.

B: Let me help you.

A: What does "MM/DD/YY" mean?

B: That means Month/Day/Year. Use numbers.

A: I don't understand.

B: For example, if your birth date is January 12, 1987, write 01/12/87.

A: Oh! That's simple enough. Thank you.

Wring Skills

A. What is the central of this poem?

B. Paraphrase the stanza of the poem.

C. Write a summary of the poem "Peace".

D. Write an account of a natural disaster in 170 to 200 words.

Faithfulness

Once Hazrat Umar (R.A), sitting in the Mosque of the Holy Prophet (S.A.W), was busy in the affairs of the state. Two young men, holding a strong and sturdy countryman, appeared before him. They complained to Hazrat Umar (R.A) that the person had murdered their old father. They demanded justice by punishing the murderer for his crime.

The Caliph looked at the Young man and said, "You have heard the charge leveled against you . What have you to say in your defense ?".

The villager replied, "Commander of the Faithfuls, I plead guilty to the charge. I was leading my beloved camel. When I reached a garden and halted to rest, the camel nipped a few leaves off the hanging branch of a tree. The old man, on seeing this, hurled a stone at the camel with all his might. The stone caught the camel on. The camel was very dear to me. I could not control my anger, so I took the same stone that had killed my dear camel and hurled it at the old man with all my strength. The stone hit the old man on the head and subsequently killed him. At this, these two young men came to me and I surrendered myself. "

Caliph: As you have confessed to your crime, there is no need of witnesses. You are, therefore, sentenced to death.

Villager: I accept this sentence but request you to delay the execution for three days.

Caliph: Why do you ask for delay in the execution of the sentence?

Villager: My father at his death left some gold for my younger brother who is too young to be told about the place where I hid it. I have buried the gold in the earth in a field and no one knows the place. If my brother, on account of my death, does not get his due share, I shall be called to account on the day of Judgement for being dishonest. Be kind and grant me three days' time. After handing over the gold to a trustee, I will return to face death.

Caliph: Have you anyone who can stand as surety and who will be willing to suffer death if you fail to return?

Villager: looking at the people present in the court and pointing to Hazrat Abuzar Ghaffari (R.A). This gentleman will stand as my surety.

Caliph: Addressing Hazrat Abuzar Ghaffari (R.A)Do you agree to stand as surety?

Hazrat Abuzar Ghaffari(R.A): I do.

Hazrat Abuzar Ghaffari was a highly respected Sahabi. The Caliph accepted him as the surety. Both the accusers also agreed to it, and the criminal was allowed to leave.

The third day dawned. The accusers and the surety were present at the Mosque of the Holy prophet (S.A.W).They were waiting for

the criminal. As time passed, "Sahabah (R.A)" felt anxious for the fate of Hazrat Abuzar Ghaffari (R.A). When only an hour remained, both the accusers came forward and emanded Hazrat Abuzar Ghaffari (R.A) their man.

Hazrat Abuzar Ghaffari : Wait little more. There is still, time,if the oes not come, I will give my life in his stead to fulfill justice.

Caliph:In case the murderer does not return, the law will have its course.

Hearing this, the "Sahabah (R.A)" became more anxious for the safety of Hazrat Abuzar Ghaffari (R.A) and their eyes were filled with tears. Some requested the accuser to accept the blood money.But they refused, saying "Our demand is life for life." when the whole court was in a worried state of mind, the villager reached there perspiring from head to foot. As he entered, he saluted the Caliph and said, Allah be praised for His mercy I was able to make my uncle trustee of gold . As you see I am right in time, do not delay the execution.

All the people present there were astonished at the honesty and faithfulness of the criminal.

Hazrat Abuzar Ghaffari (R.A):Commander of the Faithful, the man was totally a stranger to me. I have never known or seen him before. But when out of all the bystanders , he selected me as his surety I could not but agree. If he had not returned, I would have gladly laid down my life for him.

Villager: Sir, when you are agreed to stand as a surety for a stranger, it would be against all rules of manliness and chivalry to endanger your life to save mine.

Accusers:(of one accord) Commander of the Faithful! We forgive him. Let him live.

On hearing these words, the Court gave cries of joy and applause and the face of the Caliph beamed with pleasure as he said, "Young men, the blood money will be paid to you from the Peoples' Treasury, and Allah will reward you for this goodness on the Day of judgement."

Accusers: Commander of the Faithful, we forgive him as forgiveness is divine and, therefore, we respectfully refuse to accept any blood money.

Exercise

Glossary

applauded........showed praise
chivarly.......the qualities of being polite and honest
confessed....... to admit a wrongdoing, crime, or error openly
execution..... the killing of somebody as part of a legal process
might....... strength
reeled........ moved backward quickly
sentence.......punishment by judge
sturdy..........having a well-developed strong-looking body and limbs
surety............somone responsible for another person's hebaviour

Vocabulary

A. To endanger, is a verb from danger. Write down five verbs with the prefix and use these words in sentences.

B. Give meaning of the following phrasal verbs and use these phrasal verbs in sentences.

with all my strength, To call to account, As usual, To hand over, No signs of, To have its course,

C Use the following in sentences as verbs and nouns.

Fall, Lead, Grant, Stand, Mind, Demand,

D Translate paragraph 5 into urdu.

Reading for Comprehension

A. Answer the following questions.

1. What case did the young men bring to Hazrat Umar Farooq(رضی اللہ تعالیٰ عنہ)?
2. Why did the old man hurl a stone at the camel?
3. Why did the villager ask Hazrat Umar Farooq (رضی اللہ تعالیٰ عنہ) to delay the execution?
4. One what condition was the criminal allowed to leave?
5. Why were Sahabas(رضی اللہ تعالیٰ عنہم اجمعین) worried?
6. Why did the accusers forgive the villager?

Grammar

The Third Conditional

The **third conditional** sentences refer to the past. We speculate about situations that happened or did not happen in the past.

Example:

If he had not returned, I would have gladly laid down my life for him.

Form:

if clause	main clause
	would + have + past participle
	or
Past Perfect	could + have + past participle
	or
	might + have + past participle

A. Put in the correct verbs to make third conditional sentences.

1. If you_____(not/be) late2 we_____(not/miss) the bus.
2. If we______(arrive) earlier, we______(seee) our Aunt.
3. If she_____(go) to art school, she______(become) a painter.
4. If I______(be) born in a different country, I______(learn) to speak a different language.
5. They_______(be) late if they_______(not/take) a taxi.
6. We_______(come) if we_______(be) invited.

Compound Sentences

A compound sentences is made up of two or more main clauses joined together by a coordinating conjunction e.g. and, but, or, yet, for, so, nor. Each clause is called independent (IC) because each could stand by itself as a complete sentence.

Example: I go to ball practice late so I forgot to set my alarm.

B. Combine the following sets of simple sentences to make

compound sentences.

1. It rained for three days. The streets in my neighbourhood flooded.
2. Kareem completed his homework. He put it in his binder.
3. Haris moved the lawn. He earned hundred rupees.
4. Neelum doesn't like seafood. She doesn't like cabbage.
5. My pencil was broken. I borrowed one from Bushra.
6. I like apples. I like pears more.
7. Eight people got into the elevator. It was crowded. Three people got off.
8. Sara gathered the pictures. She could arrange them in a special album for her family.

Complex Sentences

A complex sentence is made up of a main clause and one or more subordinating clauses joined together by a subordinating conjunction. e.g. after, when, until, soon, before, onece, while, as,if, whether or not, provided, in case, because, as, since, in order that, now, though, although, while.

Example: You may go home **as soon as** your work is done.

C. Combine the following sets of simple sentences to make complex sentences.

1. I did not go to the meeting. I was sick.
2. You may be wrong. I cannot say.
3. He worked hard day and night. He did not wish to fail.
4. The examination ended. The students went home.
5. Their progress was slow. They were tired.
6. You should overlook his fault. It would be an act of generosity on your part.
7. We found him in the house. He had formerly lived in that

house.

8. The boy gave an explanation of his misconduct. The explanation was not accepted by the headmaster.

Use of Comma

When a dependent clause precedes the independent clause, separate the clauses with a comma.

Example: Before we can make a decision, we need to review all the prior records.

dependent clause **independent clause**

D. Read the following sentences. Circle suordinating conjunctions, underline independent clauses and put commas after dependent clauses.

Example: (Although) I hate tea parties, I went to please my mother.

1. While I am attending school I can work part-time so that I can save money.
2. So that I could go to college my parents worked hard and saved money.
3. If the motor will not start we will have to find a mechanic as soon as possible.
4. Although the blue jacket was on sale I did no buy it.
5. When the school bell rang the children left the classroom.
6. Since he had no luggage with him it seemed odd for him to be on the road.
7. Even after the fire was out there was a great deal of cleanup to do.

E. Change from the direct into the indirect speech.

" I was leading my beloved camel ...... and I surrendered myself to them."

Interruped Quotations

If the quotation of a complete sentence is interrupted in the middle and then continuous after the interruption, do no capitalize the second part of the quotation. Use commas to set off the explanatory words.

F. Rewrite each sentence. Put quotation marks at appropriate places.

Example: Spring, Sohail said, is my favourite time of year."

"Spring," Sohail said, " is my favorite time of year."

1. Do you think it's okay, asked Ali, if I wear this dress to school tomorrow?
2. If you had to guess, said Mr. Tariq, who would you say is my favourite author?
3. I will call you after I get home, Irum said, and we can discuss our science experiment together.
4. We need to fertilize the lawn today, said father, since it's supposed to rain tomorrow.

Oral Communication Skills

A. Make pairs. Role-play the following dialogue.

A: You play really well!
How often do you play tennis?

B: About once a week. What about you?

A: Me? Just three or four times a year.

B. Expressions for answering 'How often':

once	never	twice
a day	three times	a week
four times	a month	a couple of times
a year	rarely	everyday

C. Make pairs. Ask each other how often do you do these activities.

Check your e-mail	________	go out for dinner	________
watch TV	________	work out	________
take a trip	________	break your promise	________
go shopping	________	clean your own	________

Writing Skills

A. Write a character sketch of the villager.

B. Summarize the story with the help of mind map given below.